SYLLABUS

Cambridge IGCSE®
Sociology
0495

For examination in June and November 2014

Contents

1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at **www.cie.org.uk/recognition**

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at **www.cie.org.uk/teachers**

Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE Sociology?

Cambridge IGCSE Sociology is accepted by schools universities and employers as proof of knowledge and understanding. Successful Cambridge IGCSE Sociology candidates gain lifelong skills, including:

- a better understanding of how we become who we are
- the ability to analyse human behaviour within one's own society, between different cultures and across different periods of time
- an appreciation of the effects that choice of methodology can have on social science investigations
- the ability to use sociological evidence and ideas to challenge one's own beliefs and the beliefs of other people about issues such as equality, education, the family and crime.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Sociology (0495) falls into Group II, Humanities and Social Science.

Learn more about Cambridge IGCSE and Cambridge ICE at **www.cie.org.uk/cambridgesecondary2**

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **international@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**.
Email us at **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Candidates take:	
Paper 1	2 hours 30 minutes
Candidates answer one compulsory question on sociological research methods and **three** optional questions on culture and socialisation; social stratification and inequality and power and authority.	
Weighting: 60% of total marks	
and:	
Paper 2	1 hour 45 minutes
Candidates answer three optional questions on the family; education; crime, deviance and social control and the media.	
Weighting: 40% of total marks	

Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 2251 Cambridge O Level Sociology

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

3.   Syllabus aims and objectives

3.1   Aims

The aims of this syllabus are set out below and describe the educational purposes of Cambridge IGCSE Sociology. The aims are to:

1.   promote candidates' awareness, knowledge and understanding of human societies

2.   develop candidates' understanding of sociological method, including the collection, analysis and interpretation of data

3.   provide an introduction to sociological concepts, theories and research findings

4.   stimulate awareness of the range and limitations of sociological theory and research

5.   promote candidates' understanding of continuity and change in social life

6.   encourage a critical awareness of social, economic and political processes, and their effects

7.   develop the capacity for the critical evaluation of different forms of information and evidence

8.   promote an appreciation and understanding of individual, social and cultural diversity

9.   enhance candidates' ability to apply sociological knowledge and understanding to their own lives and participation within society.

3.2   Assessment objectives and their weightings

Assessment Objectives (AOs) are intended areas of competence within the subject. To pass Cambridge IGCSE Sociology candidates must demonstrate the following:

AOA: Knowledge and understanding

Candidates should be able to:

1   demonstrate knowledge and understanding of appropriate sociological topics

2   understand the theoretical and practical considerations influencing the design and execution of sociological enquiry

3   understand and apply sociological terminology and concepts.

AOB: Interpretation of evidence

Candidates should be able to:

4   demonstrate an awareness of the main methods of sociological enquiry and their uses

5   interpret and apply relevant evidence and data

6   show an awareness of different types and sources of evidence.

AOC: Analysis and Evaluation

Candidates should be able to:

7   evaluate the strengths and limitations of particular sociological studies and methods

8   recognise limitations and bias in evidence and to distinguish between fact, opinion and value

9   reach conclusions based on a reasoned consideration of available evidence

10 organise and present sociological evidence and arguments in a coherent and purposeful form.

3.3 Weightings

Assessment Objective	Paper 1 (%)	Paper 2 (%)
A: Knowledge and understanding	40	40
B: Interpretation of evidence	30	30
C: Analysis and evaluation	30	30

The assessment objectives are weighted to give an indication of their relative importance. They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

3.4 Description of components

All candidates will take Papers 1 and 2.

Paper 1 (2½ hours)

Candidates will answer **one** compulsory question on sociological research methods from Section A and **three** questions from Sections B to D.

The compulsory question in Section A will be based on source material. The question will carry one third of the marks for the paper. Candidates should spend approximately three-quarters of an hour answering this question. Section A will test Syllabus Unit 1.

Sections B to D will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement from a sociological source. Sections B to D will test Syllabus Units 2 to 4. There will be two questions related to each of these units.

Paper 1 will test syllabus units 1 to 4.

Paper 2 (1¾ hours)

This will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement from a sociological source. Candidates will answer **three** questions from Sections A to D.

Paper 2 will test Syllabus Units 5 to 8. There will be two questions related to each of these units.

Marks will be allocated between the papers on the following basis:

Paper	Weighting
1	60%
2	40%

4.   Syllabus content

The content is organised into eight study units, which explore the nature of social relationships, processes and structures. The first unit provides a foundation for the other parts of the syllabus by considering the methods and procedures employed in sociological research. Promoting candidates' understanding of research methods and their limitations is a key component of the syllabus and this underpins each of the other study units.

Teachers should emphasise how different levels of social life (macro and micro) are interconnected and encourage candidates' awareness of the interrelated nature of the social structure. Candidates will also be expected to recognise the significance of class, gender, ethnic and age differences within societies. Cross-cultural and historical comparisons, analysis and examples are encouraged.

The Cambridge IGCSE Sociology syllabus has been designed so that teachers in any society can apply candidates' own experiences, local case studies and sociological work relating to their own way of life to an understanding of the central ideas and themes of Sociology in modern industrial societies.

Paper 1

Unit 1: Research Methods
Candidates should develop an awareness of how information and data are collected in Sociology and be able to evaluate that information. Candidates' awareness of methodological issues and a critical approach to sociological evidence, including primary and secondary data, will support their understanding of other sections of the Sociology curriculum. Candidates will be expected to be familiar with the concepts of generalisation, objectivity, reliability and validity.

(a) How do sociologists study society?
- The main methods of investigation: participant and non-participant observation; questionnaires; interviews; experiments; case studies; longitudinal studies and content analysis.
- Research strategies, for example the use of pilot studies.
- Sampling and sampling methods.
- The stages in devising and implementing a research strategy and the problems that may be encountered.
- The distinction between positivist and interactionist perspectives.

(b) What information and data do sociologists use?
- Primary and secondary data.
- Official and other statistics.
- Published studies.
- Different forms of evidence.

(c) What factors should be considered when evaluating a piece of sociological research?
- The method of data collection and the form of presentation may influence the information given and the conclusions reached.
- The distinction between reliability and validity.
- The potential influence of researcher bias and values in distorting sociological data.

Glossary:

- Positivism
- Interactionist, interpretivist perspectives
- Quantitative data/research
- Qualitative data/research
- Primary data
- Secondary data
- Hypothesis
- Sociological methods
- Participant and non-participant observation
- Covert and overt observation
- Structured interviews
- Unstructured interviews
- Semi-structured interviews

- Group interviews
- Case studies
- Personal documents
- Historical documents
- Survey
- Social survey
- Cross-sectional survey
- Longitudinal survey
- Survey population
- Questionnaires
- Postal questionnaires
- Respondent
- Official statistics
- Content analysis
- Closed and open-ended questions
- Pre-coded questions
- Pilot studies

- Sampling methods: random, stratified random, quota, snowball
- Sampling frame
- Correlations
- Interviewer bias
- Interviewer effect
- Observer effect (Hawthorne effect)
- Ethics
- Validity
- Reliability
- Representativeness
- Generalisation
- Trends
- Objectivity
- Subjectivity
- Triangulation
- Researcher effect

Unit 2: Culture and Socialisation

This section considers the relationship between culture, society and the individual. Candidates need to consider the processes and agencies of socialisation.

(a) What is the relationship between individual and society?

- Structuralist and interactionist views of the relationship between individuals and society.
- The distinction between biological, psychological and social explanations of human behaviour.
- The diversity of human behaviour and cultural variation. For example, cultural differences in conceptions of childhood and adolescence and cultural differences in conceptions of normal gender-role behaviour and gender characteristics.

(b) How do we learn to be human?

- The processes of learning and socialisation; primary and secondary socialisation.
- Conformity and non-conformity; the agencies and processes of social control.
- Culture and sub-culture; norms, values, beliefs and ideology.
- Role, age, gender, ethnic group and class as categories in the social construction of differences.

Glossary:

- Norms
- Values
- Culture
- Sub-culture
- Cultural differences
- Sex
- Identity
- Social identity
- Lifestyle
- Gender roles
- Social roles
- Role conflict
- Nature/nurture

- Socialisation
- Social interaction
- Value consensus (shared values)
- Social conformity
- Coercion
- Stable society
- Customs
- Primary socialisation
- Secondary socialisation
- Agencies of socialisation
- Social institutions

- Social construction of childhood
- Adulthood
- Childhood
- Child-centred
- Gender
- Gender role socialisation
- Social control
- Formal and informal social control
- Social order
- Social change
- Laws

Unit 3: Social Stratification and Inequality
This section explores the relationship between social, economic and political processes and patterns of stratification.

(a) What is social stratification?
- Patterns of social stratification with particular reference to differences based on wealth, income, status, power, ethnic group or gender.
- The main forms of stratification: slavery, estate, caste, class, age, ethnicity, sex.
- The distinction between ascribed and achieved status.
- Changes in patterns of social stratification that accompanied industrialisation.

(b) How are social inequalities created? What are the main features of social inequality?
- Wealth and income: the evidence and reasons for the distribution of wealth and income in different societies. The problems of defining wealth and poverty and the consequences of being rich or poor.
- Ethnic grouping: a general knowledge of the nature, size and distribution of different ethnic groups in any one society. Prejudice and discrimination: evidence concerning discrimination in education, employment and life chances. The concept of scape-goats.
- Gender: the differences between sex and gender. The consequences of gender role socialisation. The reasons for, and nature of, the changing role of women in terms of occupation and social roles.
- Social class: evidence pointing to social class differences. The nature, extent and significance of social mobility. An appreciation of the implications of social class for chances in employment, health and life style. The changing nature of the working class, middle class and upper class.

Glossary:
- Modern industrial societies
- Traditional societies
- Social stratification
- Social class
- Caste
- Slavery
- Estate
- Status
- Ascribed status
- Achieved status
- Poverty
- Poverty line
- Poverty trap
- Cycle of poverty
- Culture of poverty
- Dependency culture
- Welfare provider
- Welfare state
- Absolute poverty
- Relative Poverty
- Distribution of wealth
- Redistribution of wealth

- Ethnicity
- Ethnic minorities
- Prejudice
- Racism
- White-collar worker
- Blue-collar worker
- Skilled worker
- Unskilled worker
- Professional worker
- Working class
- Middle class
- Aristocracy
- Underclass
- Privileged groups
- Disadvantaged groups
- Unemployment
- Discrimination
- Scape-goating
- Life chances
- Equality of opportunity
- Social inequality
- Market situation
- Occupational structure

- Social mobility
- Inter-generational social mobility
- Intra-generational social mobility
- Changing class structure: new and traditional working class
- Proletarianisation
- De-skilling
- Embourgeoisement
- Patriarchy
- Gendered division of labour
- Gender equality
- Social divisions
- Lifestyle
- Age set
- Ageism
- Proletariat
- Bourgeoisie
- Industrialisation
- Theocratic systems

Unit 4: Power and Authority

This section considers power, authority and decision-making in society.

(a) What is power? What are the sources of power and authority?
  • The various forms of power, control and authority: charismatic, coercive, economic, bureaucratic and the control of ideas and beliefs.
  • Aristocracy, oligarchy, democracy, dictatorship.
  • Different theories of power: pluralist, Marxist, elite theory.
  • Differing interpretations of the role of the State in contemporary societies.

(b) How are political decisions made? Who influences and makes political decisions?
  • Decision making: the various forms – democratic and authoritarian.
  • Some knowledge of the political processes in the candidate's own society and at least one other contrasting society.
  • The role of political parties and pressure groups.
  • Political socialisation and the media.
  • Elections and the factors that influence voting behaviour.
  • Freedom and censorship of ideas.

Glossary:

  • Power
  • Authority
  • Political influence
  • Political process
  • Forms of power: democracy, aristocratic, oligarchy, dictatorship
  • Consensus
  • Coercion
  • Government
  • The State
  • State apparatus (resources of the state)
  • Rule of law
  • Authoritarian regime
  • Democratic societies
  • The political process
  • Elections
  • Voting systems: first-past-the-post, proportional representation

  • Civil liberties
  • Right to vote
  • Secret ballot
  • Censorship
  • Propaganda
  • Political protest
  • Political agenda
  • Free speech
  • Freedom of expression
  • Political participation
  • Political socialisation
  • Political parties
  • Political representation
  • Pressure groups
  • Promotional groups
  • Sectional groups
  • Protective or Defensive groups
  • Social Movements
  • Lobbying
  • Protesting

  • Sponsorship
  • Media
  • Political agenda
  • Opinion polls
  • Voting behaviour
  • Floating voter
  • Pluralist Marxist and elite theories of power
  • Ruling class
  • Elites
  • Charismatic authority
  • Mandate
  • Franchise
  • Suffrage
  • Inside and outside pressure groups
  • Citizens/Citizenship
  • New Social Movements

Paper 2

Unit 5: Family

This section considers the functions the family performs, variations in family structures and the changing nature and roles performed within the family.

(a) Why families?
  • The nature of the family with cross cultural comparisons, including monogamy, polygamy and polyandry.
  • The extended and nuclear family.
  • The functions of the family.
  • The family as an agency of social control and of social stability.
  • Alternatives to the family.
  • Industrialisation and family change.

(b) What are the main roles within the family?
  • The maternal and paternal roles; the role of the child and of members of the extended family.

(c) What changes are affecting the family?
  • Demographic trends; marriage and divorce; single parent families.
  • Changes in family role relationships.
  • Cross-cultural variations.
  • The 'loss of functions' debate.

Glossary:

  • Monogamy
  • Serial monogamy
  • Polygyny
  • Polyandry
  • Polygamy
  • Household unit
  • One-person household
  • Nuclear family
  • Extended family
  • Reconstituted family
  • Step-parents
  • Step-child
  • Single-parent family/ one-parent family/ lone-parent family
  • Symmetrical family
  • Dual-worker families
  • Family functions
  • Primary socialisation
  • Dysfunctional family
  • 'Dark side' of family life

  • Social control
  • Social stability
  • Industrialisation
  • Modern industrial societies
  • Traditional societies
  • Matriarchy
  • Patriarchy
  • Marriage
  • Marital breakdown
  • Divorce
  • Empty-shell marriage
  • Divorce rate
  • Domestic violence
  • Arranged marriage
  • Cereal packet family
  • Child-centeredness
  • Commune
  • Conjugal roles
  • Joint conjugal roles

  • Integrated roles
  • Segregated conjugal roles (Traditional conjugal roles)
  • Dual-burden
  • Secularisation
  • Cohabitation
  • Domestic division of labour
  • Feminist
  • Kibbutz
  • Kinship
  • Birth rate
  • Death rate
  • Fertility rate
  • Demographic trends
  • Civil partnerships
  • Family diversity
  • New man
  • Ethnic minority family

Unit 6: Education

This section considers the influence of education on the individual and changing patterns and practices within the educational process.

(a) What is education?
- Informal and formal educational processes.
- Intelligence and its relationship to educational achievement.
- The relative effect of heredity and environment.
- The aims and functions of education.
- The relationship between education, social mobility and social stratification.
- Education as an agency of social control and social stability.
- Education as an influence for social changes.
- Alternatives to schools and schooling.
- Changes and developments in educational provision.

(b) What factors help to explain differences in educational achievement?
- Differences in educational achievement and experience in relation to gender, ethnic group and class.
- The influence of schools, the home and community background on differences in educational achievement.
- The curriculum and the hidden curriculum.
- The culture of schools and social interaction in the classroom.
- Language and culture as dimensions of social inequality in education systems.
- The influence of peer groups.

Glossary:
- Formal education
- Informal education
- Functions of education
- Intelligence
- Innate intelligence
- Heredity intelligence
- IQ tests
- Social factors
- Home factors
- School factors
- Cultural capital
- Social mobility
- Social stratification
- Social conformity
- Social expectations
- Agency of social control
- Anti-school sub-culture
- State schools
- Independent schools

- Official curriculum (formal curriculum)
- Hidden curriculum (informal curriculum)
- Vocationalism
- Compensatory education
- De-schooling
- Comprehensive system
- Cultural deprivation
- Discrimination
- Educational policies
- Educational priority area
- Ethnocentrism
- Elaborated code
- Equality of opportunity
- Gender stereotyping
- Culture of masculinity
- Labelling

- Life chances
- Material deprivation
- Meritocracy
- National curriculum
- Positive discrimination
- Restricted code
- Self-fulfilling prophecy
- Streaming
- Tripartite system
- Post-compulsory education
- Educational achievement
- Educational underachievement
- Faith schools
- Education inequality
- Selective education
- Social cohesion

Unit 7: Crime, Deviance and Social Control

This section considers the nature of 'normal' and 'deviant' behaviour in different social contexts.

(a) What is normal behaviour and deviance? Why are there rules in society?

- Deviance: the relative nature of conformity, normality and deviance.
- The influences, both formal and informal, which help to maintain order in society: socialisation, the media, religion, the police, courts and penal system.
- The development of sub-cultures, with particular reference to youth cultures.

(b) Why are society's rules broken? What are the consequences of breaking the rules?

- Crime: the difference between deviance and crime, law and law-breaking.
- Explanations of deviant and criminal behaviour: biological, environmental, economic, psychological and sociological.
- The role of formal agencies, the media and others in defining deviance and crime: stereotyping, labelling and deviance amplification.
- The nature and extent of crime.
- Crime related to new technologies, e.g. the Internet.
- An examination of official statistics of crime and their interpretation.

Glossary:

- Anomie
- Crime
- Deviance
- Formal social control
- Informal social control
- Conformity
- Socialisation
- Corporate crime
- Sub-culture
- Dominant values
- Youth culture
- Stereotyping
- Labelling
- Stigma
- Moral panics

- Deviancy amplification
- Deviant career
- Juvenile delinquency
- Master status
- Peer group
- Rewards
- Sanctions
- Penal system
- Judicial system
- Self-report studies
- Social control
- Agencies of social control
- Status frustration
- Official crime statistics

- Crime rates
- The dark figure
- White-collar crime
- Urban crime
- Victim surveys
- Crime prevention
- Surveillance
- Internet crime
- Biological explanation
- Psychological explanation
- Sociological explanation
- Relative deprivation
- Inadequate socialisation
- Institutional racism

Unit 8: The Media

This section examines contemporary culture and communication through reference to the influence of the media.

(a) What are the media?
- The various forms of the media, including new technologies, such as the internet.
- The process of mass communication.
- Ownership and control of the media.
- Media cultures.
- Patterns of media use, for example by social class, age and gender.
- Freedom and censorship in the media.
- The stratification of forms of cultural expression: 'high culture', 'mass culture', 'popular culture', etc.
- Pluralist and Marxist perspectives on the nature and role of the media.
- The role of advertising.

(b) What is the impact and influence of the media?
- The process of communication and the media's role in shaping values, attitudes and behaviour with reference to, for example, television and violence; political beliefs and voting; patterns of consumption.
- The media's role in agenda setting and in creating images and stereotyping, for example, through the selection and presentation of news.
- The issues of selection, distribution and bias in broadcasting and newspapers, including the study of these processes through content analysis and semiology.
- The idea of repressive and manipulative forms of communication: indoctrination, propaganda, bias, distortion.

Glossary:
- Mass communication
- Dominant values
- Media cultures
- High culture
- Mass culture
- Popular culture
- Lifestyle
- Globalisation
- New media
- Advertising
- The advertising industry
- Pluralist
- Marxist
- Social control
- Socialisation
- Agenda setting
- Audience selection
- Cultural effects approach
- Uses and gratification model
- Hypodermic-syringe model
- Democracy
- Folk devils
- Gate-keeping
- Opinion polls
- Stereotype
- Labelling
- Moral panic
- Newsworthiness
- News values
- The press
- Broadcasting
- Norm-setting
- Propaganda
- Public service broadcasting
- Public/private funding
- Indoctrination
- Censorship
- Bias
- Distortion
- Sensationalism
- Scape-goats
- Media representation: ethnicity/gender/age/disability/class
- Traditional media
- Digital Divide

5. Appendix

5.1 Grade descriptions

The following grade descriptions are intended to give a general indication of the standards of achievement likely to have been achieved by candidates awarded Grades A, C and F. In practice, the grade awarded will depend upon the extent to which the candidate has met the objectives overall, and this might conceal weakness in some aspect of the examination which is balanced by superior performance in some other.

A **Grade A candidate** will be expected to:

- demonstrate a detailed knowledge and clear understanding of a range of sociological ideas, issues and information through logically structured narratives, description and argument
- apply sociological concepts and terms in the analysis and interpretation of data and in the development of simple explanations of social phenomena and processes
- demonstrate an awareness of the complexity of social life and that differing interpretations of social life are possible
- demonstrate the ability to comprehend, analyse and interpret a range of sociological evidence and theories
- show some awareness of the effect of values and perspectives or viewpoints on the interpretation of sociological data
- recognise the strengths and weaknesses of sociological evidence used for different purposes, particularly in terms of deficiencies and bias.

A **Grade C candidate** will be expected to:

- recall sufficient sociological information to present narratives or descriptions which show awareness, at a modest level, of the nature of specific sociological problems, issues and arguments, and to use sociological terms and concepts in such a way as to demonstrate an accurate but unsophisticated understanding of them
- demonstrate comprehension of a range of sociological material, and the ability to identify and analyse specific deficiencies in it, though without taking all aspects of the material into account
- reach basic conclusions based on a reasoned consideration of some of the available evidence and arguments.

A **Grade F candidate** will be expected to:

- recall a limited amount of relevant sociological knowledge, and demonstrate a basic understanding of sociological concepts and terms by the use of obvious examples and comparisons arranged coherently in a simple narrative
- show ability to comprehend straightforward sociological evidence, to make comparisons between different pieces of evidence, but without drawing any more than obvious conclusions from the evidence concerned.

5.2 Reading list

This list was checked and revised in 2010 for the 2013 syllabus.

Books for Students

Author	Title	Date	Publisher	ISBN
Blundell, J.	Active Sociology for GCSE	2001	Longman	0582434432
Browne, K.	An Introduction to Sociology, 4th Ed.	2011	Polity Press	0745650082
Wilson, P. Kidd, A.	Sociology for GCSE	1998	Collins Educational	0003224449

Books for Teachers

Author	Title	Date	Publisher	ISBN
Barnard, A. Burgess, T. Kirby. M.	AS and A Level Sociology	2004	Cambridge University Press	0521532140
Bruce, S.	Sociology: A Very Short Introduction	2000	Oxford Paperbacks	0192853805
Giddens, A.	Sociology, 5th Ed.	2006	Polity Press	074563379X
Lawson, T. Garrod, J.	The Complete A-Z Sociology Handbook, 3rd Ed.	2003	Hodder & Stoughton	0340872705
McCoy, T. Mann, A.	Supporting Sociology Students	1995	Connect Publications	0952068311
O'Donnell, G.	Mastering Sociology, 4th Ed.	2001	Palgrave Macmillan	0333919564
Taylor, P., Richardson, J. et al.	Sociology in Focus	2004	Causeway Press	1873929218

Websites

Office for National Statistics – e.g. search on 'Social Trends'	**www.ons.gov.uk**
United States Census Bureau	**www.census.gov**
Association for the Teaching of the Social Sciences (ATSS)	**www.atss.org.uk**
New Internationalist – periodical	**www.newint.org**
Sociology Review - periodical aimed at schools	**www.philipallan.co.uk**
Sociology Online	**www.sociologyonline.co.uk**
Sixth Sense – an interactive site for students including quizzes	**http://sixthsense.osfc.ac.uk/**
Tutor2u	**http://tutor2u.net/sociology**

5.3 Teachers' notes

Cambridge IGCSE Sociology syllabus has a number of features, including the following:

- the syllabus content reflects contemporary developments in Sociology
- the syllabus content is focused and streamlined, with emphasis on themes that stretch across all areas of Sociology, such as research methods, social stratification, culture and socialisation
- the assessment for the syllabus consists of two written papers
- there is one compulsory question on research methods as part of Paper 1
- the syllabus is compatible with the GCE Advanced Subsidiary and Advanced Level (9699) syllabuses, as it is recognised that studying for the higher qualification will be seen as a logical progression for many of those candidates who are successful in the subject at Cambridge IGCSE.

Topics that are popular with Centres – e.g. social differentiation and inequality, power and authority, deviance and social control – are included in the syllabus content. Moreover, the importance of studying concepts, theories and evidence, as a key to understanding the purpose and value of sociological investigation, is a central theme in the syllabus. The nature of the skills tested is clearly defined in the syllabus.

The syllabus content is divided into eight study units. The assessment consists of two written papers, each covering four study units.

Paper 1 includes a compulsory question on research methods and so it is strongly recommended that candidates are encouraged to develop a good understanding of the subject content outlined in **Unit One: Methodology**. Candidates should also study in detail at least **two** of the other three units that are examined in Paper 1.

For Paper 2, it is recommended that candidates study in detail at least **two** of the four units on which questions will be set. Studying fewer than the recommended number of units would disadvantage the candidate by restricting his/her choice of questions in the examination.

Each examination paper has its own format and Centres are advised to study the rubric requirements carefully and ensure that candidates are fully aware of these requirements before they sit the examination. Mock examinations based on the format and type of questions set in Papers 1 and 2, would be a useful way of preparing candidates for the examination.

This syllabus document includes a list of recommended reading. Ideally, candidates will have access to at least one of the textbooks listed. Other reading may be regarded as optional, although candidates may benefit from studying a range of research reports and other relevant sociological sources.

Although global processes are an increasingly important theme in Sociology, it remains the case that much of the sociological literature focuses on the highly industrialised countries, the USA and UK in particular. While candidates for this examination are required to demonstrate a sound knowledge of these societies, they may also use relevant sociological examples and sources that relate to other parts of the world, including their own countries. Indeed, the use of more 'localised' sources is to be encouraged, particularly where it complements or supports references to important sociological themes and ideas.

6. Additional information

6.1 Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Sociology previously.

6.3 Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Sociology are well prepared to follow courses leading to Cambridge International AS and A Level Sociology, or the equivalent.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

6.5 Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
    … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
    … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
    … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
    … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
    … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

… the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.

… the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.

… the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.

… no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

6.6   Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

6.7   Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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